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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. THIRD DISSEMINATION REPORT.

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THE PRIMARY OBJECTIVE OF THE DISSEMINATION PHASE OF THIS EXPERIMENTAL AND DEMONSTRATION PROJECT WAS TO CREATE AND MAINTAIN GOOD PUBLIC RELATIONS. ACTIVITIES DURING AUGUST INCLUDED DISSEMINATING A BIMONTHLY PROGRESS REPORT, PROVIDING INSERVICE TRAINING FOR STAFF MEMBERS, HOLDING LOCAL DISSEMINATION CONFERENCES, DEVISING A PORTABLE DISPLAY UNIT, MAKING 185 PRESS CONTACTS, ATTENDING SIX CONFERENCES, AND HOSTING 39 VISITORS. THE APPENDIX INCLUDES--(1) "ORGANIZATION OF INSTITUTIONAL RESOURCES FOR BEHAVIOR CHANGE--A MODEL" BY JOHN C. WATKINS, (2) A BRIEF DESCRIPTION OF THE PROJECT'S IMPACT ON EMPLOYMENT, THE GENERAL PUBLIC, THE CORRECTIONAL SYSTEM, AND OTHER AGENCIES, (3) FACSIMILE COPIES OF PRESS ARTICLES, (4) CORRESPONDENCE ITEMS, AND (5) A SAMPLE VISITOR'S ITINERARY. OTHER DISSEMINATION REPORTS REPORTS ARE VT 004 372, VT 005 714, AND VT 005 715. (EM)

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Dissemination Report

August 1967

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
for
TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-67-36

OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
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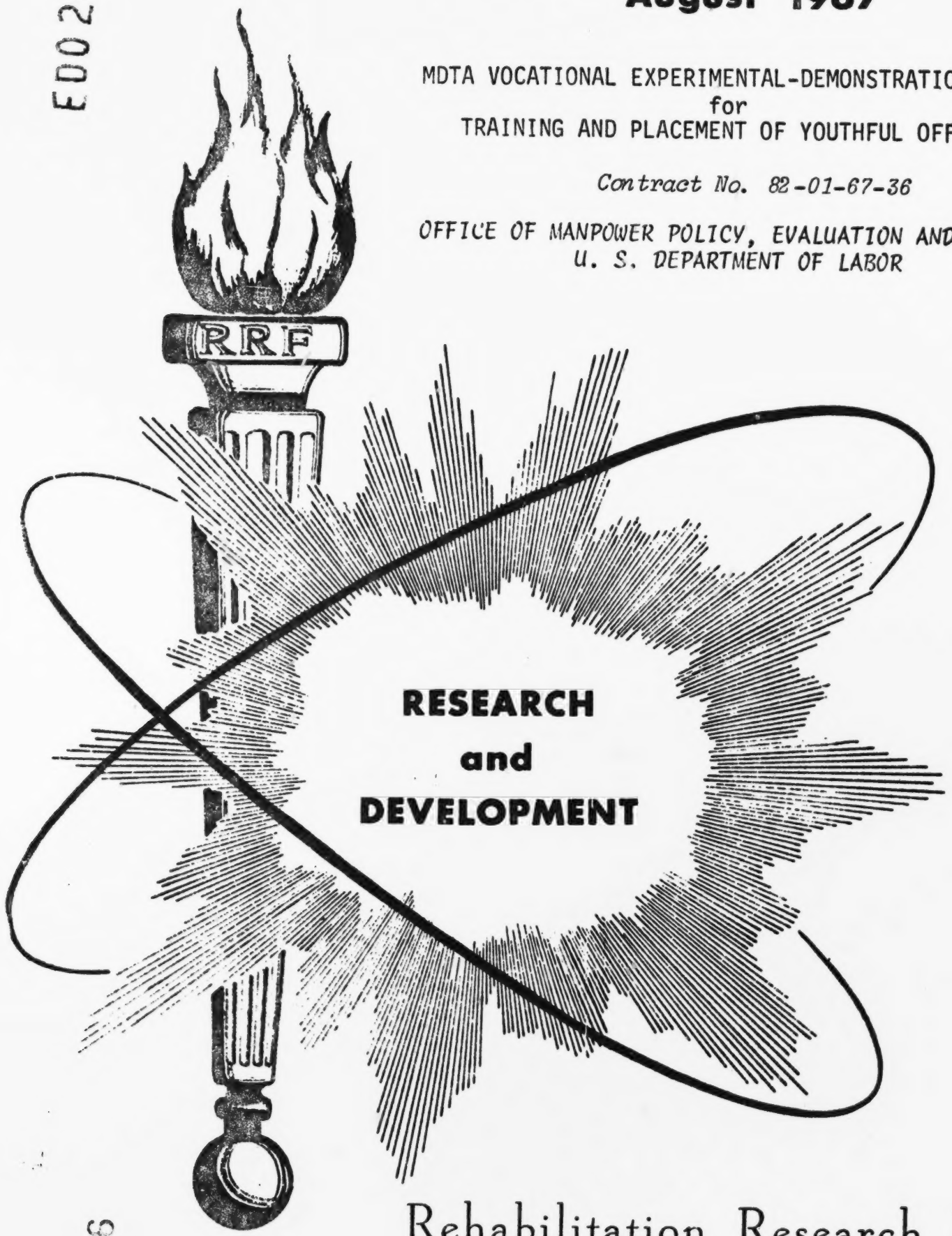

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Rehabilitation Research Foundation
DRAPER CORRECTIONAL CENTER
ELMORE, ALABAMA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THIRD DISSEMINATION REPORT

August, 1967

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA

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Preface

This report on the dissemination phase of a special manpower project was prepared under a contract with the office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

Introduction

When the Draper MDI E&D project began in 1964, the primary objective of the dissemination phase was to create and maintain good public relations. It was hypothesized that good public relations would facilitate our effort to place graduates in jobs. Thus, dissemination was initially the responsibility of the job development and placement officer. This dissemination-public relations program had two objectives:

(1) to create a climate favorable to efforts directed toward placing graduates in jobs, and

(2) to solicit community volunteers whose areas of expertise would enable us to implement health, safety, and enrichment programs for our target population.

These purposes were accomplished through an active public relations campaign. Speeches were made to professional and trade groups, colleges, and community service organizations. News media were contacted and invited to visit the project. Frequent press releases kept our activities in the forefront of the public's awareness. However, we soon found that once the initial interest had been created, the project's supporters wanted to know what was happening to specific individuals, programs and classes, or to experimental approaches being tried. They wanted follow-up data.

The responsibility for dissemination thus devolved upon the historian, whose responsibility for reporting on-going activities to the contracting office enabled her to supply current information to others, upon request.

The progress report, a compilation of activities and findings, was prepared by the historian bi-monthly. The initial mailing list had about 50 names. The demand for follow-up information swiftly expanded this list; soon, 300 copies of the report were being prepared. It was found that 300 copies were still not sufficient. We frequently had to make second printings of the progress report to satisfy the demand for current information.

As soon as we began to accumulate and analyze data on the various components of our overall program, increasing numbers of professional organizations invited key staff members to speak, to make presentations, or to serve on panels. These dissemination efforts were always followed by requests for reprints of the information presented. We soon found we were not only mailing progress reports to an interested public, but we were also providing more specific, technical data to professionals in related fields.

Requests not only for publications, but also for structured training-type seminars, led to a more sophisticated dissemination effort. They also led to the realization that we would have to form a unit whose prime responsibility would be to coordinate the various dissemination phases. In our 1966 proposal for renewal, provision was made for such a unit.

This unit would be headed by a person experienced in staff training and development and would be supported by a writer who had background and experience as a public information specialist. A retired civil servant with more than 30 years' experience in staff development and conference coordination was employed to head the unit in September, 1966. He immediately inaugurated a series of in-service training sessions which were designed to prepare staff members for actual participation in dissemination conferences.

In the fall of 1966, dissemination conferences were held for a small group from Puerto Rico and a group of 21 from Hawaii. With the passage of Section 251 of the Manpower Development and Training Act, it became evident that even greater demands for information about correctional manpower training programs would have to be met. The. U. S. Department of Labor, fully appreciative of this need, began to formulate plans for a series of nationwide dissemination conferences. Such conferences would permit dissemination of guidelines, experiences and findings of the three E&D pilot programs in correctional settings and would also serve as forums for interchange of ideas among participants. Draper's experiences would be described together with those of the other E&D pilot projects. Consequently, a broad range of ideas and guidelines was envisioned to provide maximum assistance to states and organizations contemplating the establishment of correctional manpower training programs.

In February, 1967, we engaged a public information specialist (writer) to complete the dissemination unit. By March, the time and place of the first dissemination conference had been fixed--May 22-25, Montgomery, Alabama. Dissemination continued with the distribution of informational materials, progress reports, and the fulfillment of speaking engagements.

When the Congress focused increased attention on the problem of crime prevention in early April, an Exhibit on Crime Research was held in the Rayburn Office Building on April 19-21. The Foundation was invited to participate in this exhibit, which was intended to inform not only Congressmen and Senators but government officials and members of the Washington press corps. The Dissemination Unit and the Materials Development Unit worked together to create a display featuring pertinent data lettered in blue and

gold cards and 12 6 x 6 photographs; it is portable and can be set up in less than five minutes. Staff members have used it at numerous conferences and meetings and consider it an effective means of disseminating data on the project to large groups of people.

Mini-conferences in Washington laid the groundwork for the first formal dissemination conference which soon became the primary area of concentration for the Dissemination Unit. In late April, the Public Information Coordinator resigned because of ill health. Rather than delay the conference planning while we searched for a replacement, the historian was assigned temporarily to head the unit. This assignment brought the compilation of the progress report directly under the Dissemination Unit. The unit has continued to operate with this structure. Although all staff members are indirectly involved in the work of the unit, substantial cooperation from the Materials Development Unit makes it possible for us to meet all demands for information.

Summary

August was a month of constant, accelerated dissemination activities. The month began with an orientation and tour for 10 law enforcement and parole officials from Northern Alabama and ended with Dr. McKee addressing 125 members of the American Psychological Association in Washington. Between these two events we made 185 press contacts, attended six conferences, disseminated published materials to five states and two foreign countries, and hosted 23 visitors.

Six conferences were attended: four by Dr. McKee and Mrs. Seay, one by Dr. McKee, Mrs. Seay, and Warden Watkins; and one by Dr. McKee. Through speeches, panel discussions, and exhibits at these meetings, more than 9,000

people were made aware of the Foundation's activities in correctional manpower training and human development.

Plans were completed for the third dissemination conference, to be held in New York, November 13-16. The fourth and final conference is tentatively set for San Francisco in January. A more detailed breakdown of dissemination efforts through conference planning and participation appears in Section I--Conferences.

Fewer publications were mailed in August than in previous months, but the overall geographic area of dissemination was greatly increased as requests came from Australia and England. Section II--Publications--gives a breakdown.

Dissemination activities in the latter part of August centered on public relations as we learned of the threatened cutoff of funds appropriated by the House to implement Section 251 of the Manpower Development and Training Act. In an effort to inform the public of manpower training needs for prisoners, we made 185 news media contacts; press kits were created and distributed in press conferences; and radio, TV and newspaper stories and editorials followed. Three speeches were also prepared; one was published. Section III--Public Relations--contains full details of all such activities.

In August the total number of visitors to the project nearly doubled over the number reported for preceding months. There were 23 visitors in August, 13 in July, and 3 in June. One visitor participated in a structured training program. More information on this program and on the affiliations of our visitors can be found in Section IV--Visitors.

In September we will began preparing the outline for our final report. Handouts at conferences and in press kits have nearly depleted our publications library; an attempt will be made to revise the publications lists and

to edit, rewrite and publish some of the more recent speeches. We anticipate a slight slowdown in the unit as personnel become involved in writing our final report. However, as this month's report shows, it is almost impossible to accurately predict those areas into which dissemination activities will lead us.

SECTION I CONFERENCES

On August 2, Dr. McKee attended a committee meeting in Montgomery to formulate plans for the vocational rehabilitation of the public offender. This is a committee of The Statewide Planning Project for Vocational Rehabilitation Services. Mrs. Donna Seay, Program Director is also serving on the committee whose chairman is John C. Watkins, Warden of Draper.

Dr. McKee and Mrs. Seay spent the week of August 7-14 attending a series of three conferences and meetings. The first of these was the Third Annual Conference and Exhibit on Educational Technology of the American Management Association held in New York from August 8 to 10. This meeting provided a forum for interchange of ideas and gave an overview of the newest developments in educational technology.

On August 11, Dr. McKee and Mrs. Seay met with members of the Staten Island Mental Health Association and the Association's Social Restoration Center to make final plans for the third dissemination conference. This conference, which will be held in New York on November 13-16, will include federal, state and local officials from Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Maryland Delaware, Pennsylvania, Ohio, Indiana, Illinois, Wisconsin, and Michigan.

The Social Restoration Center does not have staff enough to assume total responsibility for conference preparations. While the Foundation does have sufficient staff, the distance and the fact that this staff must begin work on a projected two-volume final report very soon will prohibit their assuming responsibility for conference preparations. It was therefore decided that the Foundation will employ a professional conference planner on a half-time basis and a secretary full-time. The Foundation and representatives from regional offices of the Bureau of Employment Security and the Department of Health, Education and Welfare will supply these people with lists of officals from the above-mentioned states who have expressed an interest in attending such a conference, and it will provide any other assistance necessary to ensure the success of the meeting.

Dr. McKee and Mrs. Seay then traveled to Washington for meetings with federal officials. On August 12, they met with six members of the Employment Service Bureau to review the Prospectus for the 1968 MDT proposal On August 14, they met with officials of the Department of Labor to review the Foundation's activities to date.

The American Correctional Association held its annual Congress of Corrections in Miami Beach on August 20-25. Dr. McKee, Mrs. Seay, and Draper's Warden John C. Watkins attended the meeting for three days. In the workshop, "Diagnosis and Predictions in Correctional Education," Dr. McKee led the discussion on "The Professional in Corrections." Tuesday evening, August 22, the group discussion on "Behavioral Concepts and Applications" featured speeches by Dr. McKee and Warden Watkins. Dr. McKee's speech was entitled "Methods of Motivating the Offender for Educational Achievement"; Warden Watkins spoke on "Harnessing Institutional Resources for Behavior Change" (Refer to Section IV and Appendix A).

The Congress of Corrections was attended by more than 2,000 people. Most of them saw the Foundation's exhibit, which was set up at the entrance to the display area. Handout materials were also widely distributed.

At the Congress, staff members met with staff from the University of California's School of Criminology (Berkeley). It is hoped that the School will be joint sponsor for the fourth and final dissemination conference, tentatively scheduled for February in San Francisco.

Dr. McKee attended the Annual Convention of the American Psychological Association in Washington, D. C., from August 29 to September 4 and spoke to a group of 125 participants on "Manpower Development Psychology in the Penal Institution" (Refer to Section IV).

SECTION II. PUBLICATIONS

In August, we received 10 requests for publications from five states: New York, Virginia, Ohio, Michigan, and the District of Columbia. Two more requests were received from foreign countries: one from Australia and the other from England. Forty-six different publications were disseminated in answering these requests.

SECTION III. PUBLIC RELATIONS ACTIVITIES

Public relations activities took an unexpected turn in August when we learned that the Senate had eliminated $9.5 million, earmarked to implement Section 251 of the Manpower Training and Development Act, from a House appropriations bill. The revised bill was then sent to a Senate-House Conference Committee. The project administration felt that the public, whose interest in and support of the work being done at Draper has always manifested itself, needed to be clearly informed of the situation. To reach

the greatest number of people with the facts of the situation, we decided to inform members of the local radio, TV, and press corps.

On Thursday, August 17, a television crew came to Draper and filmed an interview with Dr. McKee. The four-minute film clip was used as the lead story on that evening's 6 and 10 o'clock news shows and was a key item in Friday's newscasts as well. Later Thursday afternoon, a press conference was held in Montgomery. Dr. McKee and Mrs. Seay answered questions put to them by representatives of Associated Press, United Press International, and Montgomery and Birmingham papers. Press kits were distributed at this conference; contents of the kits are reproduced in Appendix B. Similar kits were mailed to the editors of 21 daily papers, 102 weekly papers, 12 television stations, and 47 radio stations.

Friday a representative of United Press International's Montgomery Bureau spent the day at Draper, interviewing staff members, prison staff, and inmates. This research was incorporated in a feature story which appears with representative samples of other news stories in Appendix C. We were particularly gratified by expressions of editorial support from several sources. These editorials, too, appear in Appendix C.

Alabama's Senator Lister Hill is a member of Senate-House Conference Committee which is considering the revised bill. Many of the project's supporters wrote to Senator Hill, expressing their concern over the prospect of these funds being lost to correctional manpower training. We received copies of many such letters and are reproducing some of them in Appendix D.

Three speeches were prepared this month. Editor Martha Terry worked with John Watkins on his speech, "Harnessing Institutional Resources for Behavior Change." It was presented at the American Correctional Association's Congress

of Corrections, was subsequently published by the Foundation, and appears in this report as Appendix A. The two other speeches prepared this month were presented by Dr. McKee (See Section I). Both "Methods of Motivating the Offender for Educational Achievement" and "Manpower Development Psychology in the Penal Institution" are being edited and rewritten; they will be published in the autumn.

One other speech was delivered in August. Follow-up counselor John Nagle gave the Dale County (Ala.) Coordinating Council an overview of the project's activities and their impact on the general public. A newspaper story covering his talk appears in Appendix C.

This Appendix contains one news release which appeared in Chicago's American in July. It was sent to us by members of the P-A-C-E Institute Project in Cook County Jail, and it is being included here since we did not receive it in time for inclusion in the July Dissemination Report. We followed up on this mention in a nationally-syndicated column with a letter from Dr. McKee and a press kit.

SECTION IV. VISITORS

Twenty-three people visited the project in August. Seven received guided tours and orientation by staff members; two received guided tours and in-depth orientations; one participated in a structured training program; three were members of the press corps and interviewed the project administration; and a group of ten received an overview of the project's work.

Listed below are the names, addresses, affiliations, and purpose of the visitors:

August 5: A group of legal and parole officials from nothern Alabama visited the project and received an overview.

They were:

Fred B. Simpson, Attorney
Huntsville, Alabama

Edgar Greene, Assistant District Attorney
Huntsville, Alabama

Glenn Brooks, Detective
Huntsville Police Department
Huntsville, Alabama

Earl Campbell, Assistant District Attorney
Madison County Court House
Huntsville, Alabama

Jim McKee, Parole Officer
Madison County Court House
Huntsville, Alabama

Thomas D. McDonald, Judge
Madison County Court House
Huntsville, Alabama

John W. Green, Jr., Circuit Judge
Madison County Court House
Huntsville, Alabama

Mrs. John Tower, Circuit Court Clerk
Madison County Court House
Huntsville, Alabama

Tom Younger, Circuit Judge
Madison County Court House
Huntsville, Alabama

John H. Cawp, Jr., Court Reporter
Madison County Court House
Huntsville, Alabama

August 16 Dr. J. Wilbert Edgerton, Associate Professor of Psychology
Department of Psychiatry
School of Medicine
University of North Carolina
Chapel Hill, North Carolina

Dr. Edgerton toured the project, consulted with Dr. McKee and met with several other staff members during his one-day visit.

August 16-18 Joel Ayres; P-A-C-E Institute; Cook County Jail; Chicago, Illinois. Mr. Ayres received a three-day intensive, structured training program similar to that mentioned in the First Dissemination Report. P-A-C-E Institute is implementing a self-education program for offenders in Cook County Jail and had asked the project's staff at Draper to provide this orientation for Mr. Ayres so that their project might learn from our experiences. Appendix E contains a copy of the training schedule.

August 17 Tal Eaton and Chuck Nichols of WSFA-TV News, Montgomery visited the project to interview Dr. McKee. (Refer to Section III.)

August 18 Kate Harris, reporter for the Birmingham News, interviewed Dr. McKee and Mrs. Seay to obtain material for a feature story.

August 18 Roger Hammer of United Press International in Montgomery received an in-depth orientation as he studied the project and the prison to prepare a nationally-disseminated feature story.

August 18 Marie Tolbert and Glenda Stroud, Remedial Educators with the National Youth Corps in Montgomery, and Mr. Pendarvis, Vocational Director of the City of St. Jude, Montgomery, visited the project as we continued to interchange ideas and experiences with staff members of other manpower training projects.

August 21 William Throckmorton, Project Officer, Office of Manpower Policy, Evaluation and Research, Washington, D. C. and Jack Biddle, an investigator with the Department of Labor visited the project. Mr. Biddle stayed and received a three-day in-depth orientation to the project with emphasis on staff selection and training procedures. Mr. Biddle's responsibility is to ensure that projects such as ours comply with the 1965 Civil Rights Act.

August 31 Betty Burell, Field Representative for the AFL-CIO Appalachian Council's On-the-Job Training Project received a tour of the project and an orientation. She was seeking information which would help her determine in what ways her Council's project could help our graduates. We expect to follow this contact up closely through members of the Foundation's Advisory Committee.

August 31 Dr. Stone, Auburn University, who is a consultant to the V.A. Hospital in Tuskegee met with Mrs. Seay and Mrs. Terry to evaluate the feasibility of using programmed instruction with the mentally ill.

APPENDIX A:

ORGANIZATION OF INSTITUTIONAL RESOURCES FOR BEHAVIOR CHANGE: A MODEL*

John C. Watkins, Warden
Draper Correctional Center
Elmore, Alabama

If the purpose of the institution is to protect society by bringing about behavior change in the inmates, are we guilty of misappropriating the public's money? Surprising amounts of funds and energy are being spent on activities and programs that seem irrelevant to behavior change. With a documented recidivism rate approaching 50%, we are obviously not doing the complete job. Granted, certain probation and community based programs look promising, but this means that correctional people will be dealing with an even more difficult group--those who do not qualify for probation or other similar programs. Do we need more money, buildings, or what? I contend that we do not merely need more of what we have been doing. Some very sophisticated, overstaffed, and high priced academic, vocational, and social education programs have not dramatically decreased the recidivism rate. This is not to question the quality of training available at many institutions. However, there is considerable evidence that certain other behavioral changes in addition to the acquisition of academic-vocational skills are necessary if the inmate is to succeed in free society. I believe there exist, within the present institutions, dormant resources that can be harnessed to help bring about these changes.

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*This paper was delivered at the 97th Annual Congress of Corrections, Miami Beach, Florida, August 22, 1967.

We must develop procedures that will effectively supplement and enhance the existing training programs for the offender. We have failed to systematically utilize all available manpower in a total push for complete behavior change. The model I propose will be one possible framework in which all phases of the institutional program can be interrelated and thereby made more effective. This model does not exist at the institution which I represent nor any other that I know of. Because it is a general model, I feel that the essence of it could be adapted to any program.

This blueprint is based on certain widely accepted assumptions:

(1) Criminal behavior is learned and can be altered.

(2) Desirable behavior change can occur within the institution; this change occurs primarily in terms of interaction with other human beings, especially interaction with front line supervisors in a real life, action situation within the institutional world.

(3) Offenders are not mentally ill; they do not suffer from a dysfunction of the psyche, but rather from a failure to learn, i.e., internalize the values, norms, and controls of the mainstream of American society.

This model should provide a setting for maximum intake of social norms and values by utilizing the stimulus control and reinforcement capabilities of all persons with whom the inmate interacts. This implies

that his interaction with all others, including custodial personnel, family, and other inmates, must be considered in the total behavioral profile.

The teaching of values and norms is not like teaching algebra or electricity. It is not like the "aha" insight in psychotherapy. Nor can they be taught by punishment. Values are relative and abstract; they are different in different societies and may vary within a society according to social patterns. The inmate will learn values only from another human being. He has, in most cases, already learned the values of the criminal world from association with other criminals. The person who serves as his entree to his new world must be very important to him. He won't have to be lectured as most of the learning will be non-verbal.

The model I propose is best described in successive steps of development. Certain phases of this approach must be implemented to set the stage for further development. A very general requirement is the establishment of an "action" committee composed of representatives from each operation of the institution. The warden or superintendent should be chairman or director and be an active participant. Many institutions already have such a committee which makes classification and treatment decisions. The committee I have in mind, however, must do more than this; it is to be responsible for carrying out all the subsequent steps of the model. It will deal with all aspects of institutional life--custody, administration, and treatment--and will seek to make these functions one fluid operation with a common goal.

Assessment of the institution

This committee or group must first identify potential behavior shapers

(those who can exercise stimulus controls and give reinforcement). Further, it must select those who can best be trained to perform this function. For the present time, disregard "treatment" people. It is assumed that they have some training in this area.

It is necessary to identify methods whereby inmates support and reinforce each other's antisocial behavior. Identify inmate leaders and assess their stage of development.

The committee must also identify all factors--personnel, inmate, and environmental--which set the stage for and give reinforcement for undesirable behavior. These detractors must become involved in the behavior change process immediately. If some results are not forthcoming, elements of resistance must be taken out of the stimulus situation until a later stage in the development of the model. For example, if, after considerable effort by the staff, certain inmates continue to actively oppose the program, they should be temporarily segregated from the rest of the population. If an employee is actively opposing the operation, he should be given special attention by some of the staff. If his behavior persists, he should be placed, at least temporarily, on an isolated assignment such as a gun tower.

Communication of Philosophy and Techniques to all Concerned

This step would include an explanation and example of the previously mentioned assumptions. Convey that behavior change can be accomplished, and that this is the primary purpose. Help personnel to acquire techniques for changing or at least systematically observing behavior. These techniques include behavior science methods derived from psychological learning theory. We cannot ask that all staff members become psychologists or sociologists,

merely that they learn to observe behavior and systematically interact with inmates according to predetermined goals.

The Arrangement of People

This step would be an initial attempt to arrange personnel and inmates, at least geographically, so that positive relationships can be established. Assignment of inmates to persons and programs most likely to bring about behavior change would be the rule of thumb. This could also include moving personnel into different positions and functions as need dictates.

Developing and Altering People and Programs Based on Feedback

Here is included the assessment of positive change defined as the extent to which an individual has internalized the acceptable social norms. This change is assessed through 24-hour observation of behavior. As progress is made by a given inmate, he must receive additional support; he should experience more rewards as he approaches his behavior change goal. If no progress is observed or if the inmate is becoming more antisocial, a new approach must be tried.

Developing a Separate Environment or Quarters for Advanced Human Development

These quarters would be the living area for those who have achieved a certain level of behavior change. Admittance to this unit must be approved by the action committee and various persons who supervise the inmate.

I would like to go back a moment to mention an earlier step--the arrangement of people. The least tapped resource within most institutions is the correctional officer. Here is a person who sees the inmate in a

non-treatment setting. He sees the "other face" that is so typical in a dichotomized custody-treatment setting. Most often he sees the inmate during the time between the closing of the training programs and bedtime. Much of the positive behavior learned or exhibited during training hours is negated in the busy, antiadministrative world of the cell block. This is a critical period of time which can undermine the best of training programs.

At this time and in this area there is a concentration of stimulus controls and reinforcers for undesirable behavior. Here behavior, so carefully nurtured by the training staff is often rapidly extinguished. Here the correctional officer has a unique advantage as a behavior shaper. He is the only representative of free society present. He is a central figure in an intensive interacting segment of their world. To the inmate, this is the most important period of the day. The officer's role as a behavior shaper makes this assignment the most important in the institution.

In many cases, only motivation is needed to get the officer to begin functioning as a behavior change agent. He must realize that he is capable of this function. He must recognize that his contribution is necessary and vital to the total program.

As he begins to systematically observe the actions of inmates in their relationships to other inmates and officers, he must be trained to recognize and interpret these behaviors. For example, hostile and aggressive behavior is often a cover-up for the need to be involved with some significant figure. The officer must assess his own behavior and realize that he has the power to reward or not reward. He should reinforce and support only those behaviors that indicate positive change. Any

positive response will suffice at first. If an inmate who formerly has never spoken to an officer ventures to ask a question or make some appropriate statement, such action may be considered as an approximation or a first step in change. These small steps must be nurtured and built upon.

The officer must guard himself against becoming isolated by the inmates whose own belief systems tells them that correctional officers are their natural enemies. The officer must be the antithesis of the inmates' image of the "bad-guy" cop. His authority must be evident to all, yet he must communicate his understanding of the inmates and his desire to see them grow and develop.

The real job of an officer is admittedly difficult. As a potential identification model, his character must be the complete opposite of that of the inmate's typical father or step-father. The following characteristic descriptions have been given to me by inmates in speaking of their free world fathers:

> trivial, hateful, no good, disgusting, contemptible, disappointing, ignorant, unpredictable, spineless, useless, too busy, dead, drunk, crazy, sick, old, or just doesn't care.

The officer must present an antithetical image that inmates can respect, admire, and comfortably identify with.

The officer must view his police role as very important in the total process. He will discover that, given the proper conditions, many of the hard-core offenders will prefer him as an identification model rather than their criminal associates. He must apprehend inmates involved in illegal behavior; this will help ensure the seeking of alternative behaviors.

Further, he must give feedback to the other staff about cell block activities. The training or treatment personnel can then better assess the qualitative and quantitative changes being made by a particular inmate. The officer must be encouraged and allowed to make referrals and to offer suggestions for program development. Also, he must be informed of the progress of the inmates and be free to consult with behavior scientists and administrative officials. This type of cooperative venture will result in a more descriptive total picture of the inmate. We will then reward not "lip service" but actual behavioral changes. If the inmate tells the treatment people that he is or has changed, his cell block activities must confirm it. Here we begin to approach a 24 hour control of the inmate's stimulus world.

The officer's training must be continuous and cumulative. He needs to be closely supervised since his own emotional problems and inappropriate behavior can undo much of the progress being made. Much more can be said about the effective use of custodial personnel as behavior change agents. However, we must now look again at the total approach.

All personnel must be involved; the part each person plays will be an adaptation of his institutional role to behavior shaping. Of course, those whose stated job is behavior shaping--psychiatrists, psychologists, social workers, and counselors--will find their effectiveness greatly enhanced. These treatment personnel will begin to give more actual consultation to front line staff--officers, vocational instructors, and others who are directly involved with the inmates on a day to day basis. In my experience, these "advised laymen" can bring about more behavior change than can the case worker or counselor who sees the inmate less frequently.

Different inmates receive different kinds of attention. The action committee will, within the limitations of the particular institution, place the inmates and possibly the officials in the most effective program for inmate behavior change.

A large number of the offenders will move through part or all of the following processes. The inmate will make his initial contact with a staff member within the institutional organization. This contact may be by choice, chance, initial assignment, reassignment, referral, or conflict, especially conflict with custodial staff. This type of initial contact--conflict--is frequently more dramatic and meaningful and has more potential than some of the more casual interactions. The contact that arouses the most emotion, stirs up the most feeling, and makes the greatest impact is more likely to be the beginning of new growth for the inmate whose social development has been arrested. He may then move into another phase where he actively seeks alternatives to his criminal identification. This search may be due to a combination of the strong influence of his contact and the failure of his old criminal behavior patterns to pay off.

His alternative, nascent behavior must be reinforced by all means at hand. The approval of his new free world associate is one important reward. At this phase he will become more interested in academic and vocational training and self-improvement in general. He may, as he breaks away from the criminal identification, become very dependent. At this stage, he is easily managed and influenced. His emotional development must not be allowed to stagnate at this point or he will be ill prepared to adjust to free society; indeed, he may return to the

institution to seek out the person with whom he originally identified.

As he completes his training and becomes more self-sufficient and competent, the action committee may ascertain that he has reached a point of change that will qualify him for transfer to the quarters for advanced human development--one of the steps mentioned earlier. This assessment of his change is based on the accumulation of all the available knowledge of his present behavior. Everyone must agree upon his state of change. For example, if his academic and vocational instructors and counselor all agree that his new behavior is genuine and well established, but the correctional officer, who observes him in his cell block, reports an entirely different type of behavior, the inmate will not be reassigned until he has had a re-evaluation and, possibly, new training. The only criterion for assignment to these new quarters will be conclusive evidence of appropriate behavior change. The length of time remaining to be served will not be a factor in assignment.

This unit would preferably be in a separate building outside the main institution, but it would not have be outside to operate successfully. All that is required is that it be separated from the rest of the inmates in the institution as well as from most of the other personnel. It will be staffed by entirely new and different personnel who have had no contact with the inmate in the main institution.

Here the offender will go through a very critical period of adjustment that he would ordinarily have to face outside--the giving up of his dependency relationships with the institutional authority figures. He should be able to "stand on his own feet" or at least be able to operate

with a watered down version of the authority figure in the new quarters. This unit may offer an excellent environment for the inmate to develop a significant relationship with his parole officer and prospective employer. A better relationship with his relative may also develop.

He is now living among other inmates who have made behavior changes; who will reinforce his new behavior patterns; and who will provide little stimulus support for reinstating old patterns. It is expected that under these conditions his growth and development will continue, and the probability of his success in free society will be increased.

APPENDIX B:

IMPACT OF THE DRAPER PROJECT

This narrative is a brief description of the Draper Manpower Development and Training Experimental-Demonstration Project's impact upon four major areas: employment, the general public, the correctional system, and official and related agencies. Employment is discussed first because of the nation's concern for the development and full utilization of its manpower resources. It is important to note that the Draper Project is state-wide in scope training and placing inmates from and in all areas of Alabama. Thus, the whole state is its community, as is the whole prison system.

To date, 980 inmates have applied for training; of the number acceptable under terms of our contract, 271 have completed training; 74 are currently being trained. Of the 220 graduates who have been released, all have been placed -- 176 in training-related jobs. All inmates who applied for vocational training received assessment and job orientation services.

The fact that all graduates have been placed is evidence that many barriers to employment of "ex-convicts" have been broken. For example, previously excluded ex-prisoners are now being licensed as barbers and are even being employed in barber shops on military installations.

Training is offered in several different occupational areas. The number of employers in these areas have hired more than one graduate; others have called, even visited the project to earmark future graduates to meet their own employment needs. That the project is being used as a resource for manpower is becoming more and more apparent. Recommendations that we add other courses to our training program have been received from employers throughout the state. Unions, too, have suggested additional courses. The current Sign Writing Course was initiated at union request. Unions are also willing to grant

membership to our graduates; some temporarily waive payment of initiation fees and dues. In one community, unions have helped provide volunteer sponsors for releasees.

Favorable coverage by the news media and numerous presentations by staff members to the general public have helped us to gain the support of civic, professional, educational, religious and other community groups, institutions and individuals. Such support reaches beyond expressed pride in and praise for the project and its goals to actual involvement in the overall program, as witnessed by the Community Sponsorship Program now established in several areas of the state. This program was organized for the purpose of assisting the released trainee to become adjusted to community life. An example of the multi-faceted role the community plays in the Draper program is suggested by the list of contributions published periodically as a part of our "Fact Sheet."

Our impact on the correctional system is demonstrated by the increasing tendency of the prison administration to plan in terms of treatment rather than custody. Transfers from other prisons and newly received inmates are channeled to us by the central classification office. The custodial staff reflects this change in viewpoint. As a reward for good behavior, they recommend that inmates be assigned for training. As a result of interaction with project staff, consultants, visiting correctional teams, etc., there is an increased awareness of the need for professional growth and development.

Impact upon the correctional system extends beyond the institution to include law enforcement personnel, the courts and the pardons and paroles agencies. Out of a necessary involvement with these agencies has grown a relationship which reflects their recognition of this project as a resource for extending the services each provides for the offender.

From the initial involvement of contractual agencies, such as vocational education, employment service, and the involvement of other related agencies, such as vocational rehabilitation, have come concentrated efforts by each agency to utilize its resources to the advantage of the offender. When problems the Draper Project encountered in attempting to provide a "total" rehabilitation program for the offenders were brought to the attention of these agencies, many took action to expand the services they offered to offenders and ex-offenders. The increased medical and mental treatment now available through vocational rehabilitation to offenders within and without the institution is just one example of the cluster of services now provided as a result of agency cooperation.

Perhaps the most significant aspect of its total impact is that the project serves as a meeting ground from which many previously uninvolved public and private agencies can bring their efforts directly to bear on this business of helping prison inmates to become employable and employed citizens.

APPENDIX C:

NEWS STORIES AND EDITORIALS

HICAGO'S AMERICAN, MONDAY, JULY 24, 1967

DALY DIARY

By Maggie Daly

QUESTION OF THE DAY . . . Isn't it true that the Illinois State fair will be moved from Springfield next year to the acreage at the Balmoral race track at Crete, Ill.? The track and area surrounding were recently purchased by William S. Miller, former Illinois racing commissioner and a group of business and racing executives.

And isn't Mr. M. working out some marvelous plans for beautifying the area?

ON THE TRAIL . . . One of the Chicago police department's suspended officers, who was involved in a scandal last year involving payoffs, is being tracked by the United States treasury department. T-men want to know why he did not report the payoffs on his income tax.

TRIBUTE TIME . . . Sheriff Joe Woods is to be congratulated on his new and modern approach to rehabilitating inmates in the Cook county jail. Working in cooperation with the Rev. John R. Erwin, and the Pace organization, the sheriff gave the green light for the installation of electrical teaching machines in the jail.

JOSEPH I. WOODS

The Bell and Howell machines, operated by the individual inmates, show them how to read and write, to study, develop in job structures, and to generally upgrade themselves. Inmates with no school at all can reach a 5th grade level via the machines and inmates who have reached 8th grade can elevate themselves to high school material.

Happiest of all, the $10,000 in equipment has been installed at no cost to taxpayers. The funds have been donated by citizens. Only one other penal institution, Draper penitentiary, has ever attempted such a progressive education program.

Prison Rehabilitation Director Speaks To Coordinating Council

Members of the Dale County Co-ordinating Council heard a most interesting and informative talk at their regular meeting on Monday, August 7, by John Nagle, Director of Rehabilitation Research Foundation Experiment at Draper Prison in Elmore.

Involved in the experiment in rehabilitation of prisoners are 180 young people ranging in ages from 15 to 30. Participants in the experiment are chosen as the result of tests and only three types of prisoners are prohibited from being considered. These are sex offenders, alcoholics and dope addicts.

In the project, the Foundation seeks to rehabilitate by training for employment outside. Courses offered include a basic education course plus such trades as bricklaying, repair of electrical appliances, sign painting, welding and barbering. These trades were selected following a survey of employment agencies as the trades most likely to be employed.

Nagle pointed out that regular prisons have a return rate of 7 out of 10 including those returned to prison for attempted escape, violation of parole or commission of new crimes.

Compared with this seventy per cent rate, prisoners who have received the experimental training at Draper return to prison at a rate of 23 percent or 2½ out of 10.

Not only are the prisoners trained to make a living, the project seeks to change their attitude toward society. Each prisoner is supervised three years after he becomes a part of society again.

Asked about the young people who commit crimes, Nagle replied that ninety percent come from broken homes, those broken by death, divorce or separation.

The speaker concluded his remarks by pointing out the saving in money made possible through such projects. Prison inmates cost the state of Alabama more than five million dollars each year as there are 4200 inmates and it takes $100 in tax money to keep them in prison.

On the other hand, there are 8,971 prisoners on parole or probation and these cost only $5.86 each per month. This does not take into consideration the $96,000 in taxes they pay on their earnings which amount to $9,080,020 per year. Nor does it take into account the saving of welfare funds which would be required to take care of their families.

The meeting was presided over by Mrs. Nancy Saunders, president, with Mrs. Lucile Snell recording the minutes. The speaker was introduced by William Chesser, local Pardon and Parole Officer.

The speaker is a graduate of Union University at Jackson, Tennessee and earned his master's degree in education at Peabody College, Nashville. He was a high school coach for four years and served as a professional in Boy Scout work for three years. He is married to Annge Nagle who is Child Welfare Worker with the State Department of Pensions and Securities. They have two children and live in Montgomery.

Mrs. Corien Bruggink of the library staff and Mrs. Helen Edwards of Dale County Pensions and Securities were welcomed as new members.

WSFA-TV 12 EDITORIAL

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GENERAL MANAGER

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August 21, 1967 -- "IN SUPPORT OF THE DRAPER PROJECT"

Almost three years ago ... in September of 1964 ... a special experimental and demonstration project in the area of vocational training for youthful offenders was begun at Alabama's Draper Correctional Center near Elmore.

With federal grants and some state assistance, this project directed by Dr. John M. McKee has made tremendous strides in using modern, programmed instruction to rapidly train young inmates in useful jobs. The project has also pioneered in assisting its trainees in finding employment after their release from prison and in making periodic checks on their progress as productive citizens.

Most of the young men selected for training through this experimental project ... in fact, about 70 percent of those enrolled in its various vocational courses ... have been repeated offenders. But only 25 percent of its graduates have been returned to prison because of offenses committed after they were trained and released.

The overall success of this experimental project is further demonstrated by the fact that all of the 220 graduates who have been released have been placed in jobs ... 176 in jobs directly related to the vocational training they received in prison.

Partly because of the progress being made in this important pilot project at Draper, Congress amended the Manpower Development and Training Act last year to encourage this sort of training in state correctional institutions throughout the country. And the House Ways and Means Committee appropriated 9 1/2 million dollars to implement this amendment.

But because of some disagreement in Washington regarding the administration of this nationwide program, the Senate Appropriations Committee deleted this entire appropriation, which included the funds needed to keep the key experimental project at Draper in operation.

The future of this appropriation is now in the hands of a Senate-House Conference Committee, headed by Alabama's Senator Lister Hill. This station urges the committee to reinstate this appropriation so that the findings of the 3-year experimental project at Draper will not be lost. And we urge our viewers to express their support of this important appropriation in a letter or telegram to Senator Hill in Washington as soon as possible.

ALABAMA JOURNAL

PAGE 4 MONTGOMERY, ALA., MONDAY, AUGUST 21, 1967

Something We CAN Do About Crime

WHEN THE FBI Crime Report was issued some two weeks ago, we observed that we are a violent nation becoming more violent.

Although we didn't pretend to give the answers to the problem of crime, we did make the following recommendation:

"We can support the police — in hundreds of ways. We can get involved. We can vote funds to be used intelligently by the right persons in searching out the right answers."

Some of the answers to the crime problem — more specifically, in reducing repetition of crime by young offenders — are being found in the experimental research and demonstration project at Draper Correctional Center near Elmore.

But now the project is in danger. Funds which were to be appropriated under the Manpower Development and Training Act for the continuation of the Draper project, and for initiating similar projects in other states, are now in jeopardy of being blocked.

A few weeks ago $9.5 million for funding the Draper project and an expansion program in other parts of the country seemed certain to be appropriated. Now, Dr. John M. McKee, executive director of the project, is fearful that the project might not receive even the $230,000 needed to keep it alive for another year.

Since its beginning in September, 1964, the project has made dramatic headway.

Seventy per cent of the young men who have been trained at Draper came there as repeaters — persons who commit another crime shortly after their release from prison. They were poor risks in society. Of the Draper graduates, only 25 per cent have committed an additional offense and have had to be returned to prison.

The trained personnel at Draper have worked with men averaging 22 years of age — men who are about to start on a lifetime of alternating between prison and society. These personnel are helping and learning to help the young inmates build a useful life for themselves in society. The benefits are double: the offender leaves Draper with an education that can enable him to be a useful citizen and the Draper training personnel have gained valuable scientific knowledge—real answers.

But without the project, Draper will be just another state prison. Valuable work will have been interrupted just at a time when the payoff is beginning to be realized. It will be a national loss.

Sen. Lister Hill, as chairman of the Senate Conference Committee which is considering the fund request, is a key figure in deciding the fate of this valuable program. Up to this point Sen. Hill has not backed the appropriation request with a resolute will.

It has been said that the Congressional objection to funding the rehabilitation program is based on a misunderstanding. Some Congressmen and Senators, we're told, feel the appropriation should be made through the Federal Bureau of Prisons. This bureau, however, has no jurisdiction with state prisons and therefore appropriations for it would be useless to the Draper project and similar projects being planned in other states.

But Draper was funded in 1966 through MDTA under an amendment to the act designed to encourage training in state correctional institutions. Draper's success had played a key role in the passage of this amendment.

Three years of work and success is too much to waste because of a misunderstanding or silence on the part of the public.

The Wetumpka Herald
Wetumpka, Alabama

8/24/67

LET'S EDUCATE AND TRAIN THEM!

Draper Correctional Center at Elmore has been engaged in a three-year experimental program known as the Manpower Development and Training project.

The purpose of this program is to train and educate persons in correctional institutions who are in need of obtaining employment upon release. It is felt that the findings and experiments of this program have been very successful. To date, 980 inmates have applied for training; of the number acceptable under terms of the contract, 271 have completed training; 74 are currently being trained. Of the 220 graduates who have been released, all have been placed — 176 in training -related jobs. All inmates who applied for vocational training received assessment and job orientation services. Such states as South Carolina, Illinois, Missouri, Florida, Michigan, Hawaii, Minnesota, and Louisiana have already taken giant steps toward implementing similar programs in their correctional institutions as a result of Draper's findings.

In Congress this year the House Ways and Means Committee appropriated 9½ million dollars to implement the program of educating and training persons in Correctional Centers, but the Senate Appropriations Committee deleted this appropriation, largely because of some misunderstanding regarding the administration of the program. Members of the Senate-House Conference Committee have not yet reinstated this appropriation.

"Unfortunately, the continuation of our Draper project hangs in the balance, for without these funds we may not be able to continue our very worthwhile education and training program", says John M. McKee, director Manpower Development and Training Project.

Furthermore, the entire findings of Alabama's three year eperimental program will be lost. Other states as well as Alabama need financial support from Congress if they are to use the knowledge derived from Draper's MDT pilot project.

Alabama's Senator Lister Hill is chairman of the Senate Conference Committee and if you feel the process of incarcerating the prisoner-courts, welfare,institutionalization-costs far more in the long haul than the investment in training him to become a taxpaying citizen himself, you should let him know.

And if you really feel that this training and education of persons in ..rrectional intsitutions are an investment and wish to see i ..ntinued and become even more effective you might wire not only Senator Hill but also Congressman Flood of Pennslyvania, chairman of the House Conference Committee and ask them to support the reinstating of the full appropriation.

Rehab Program At Draper Hit By Funds Lack

MONTGOMERY (UPI) — The rehabilitation program at Draper Correctional Center in Elmore may be doomed unless Congress reinstates an appropriation which has been tenatively cut from the budget, Director John M. McKee said Thursday.

McKee said the Senate Labor and Public Welfare Appropriations Committee, chaired by Sen. Lister Hill of Alabama, cut $9.5 million from the budget which was to go to Draper and similar projects around the nation.

The Draper project would have received about $230,000.

The House had already approved the appropriation and the question is now in a conference committee, McKee said.

McKEE PROGRAM

For the past three years Draper has been conducting the experimental program in rehabilitation under the Manpower Development and Training Act.

McKee said 271 men have completed the program and another 75 are presently in training. They learn basic educational and vocational skills and the prison tries to secure jobs for them when they leave. Some have gone on to college.

"This is part of protecting the public," McKee said. "You have got criminals in prison and unless you do something with them you are going to turn them back on the public much more dangerous."

He said the experimental program has been instrumental in working out many of the problems involved with rehabilitation.

FEWER REPEATERS

He pointed out the large number of repeat offenders in the traditional prison system and said there seem to be fewer under the rehabilitation program.

McKee said he felt it was important for the public to contact Sen. Hill to urge his support for the appropriation.

"We believe Sen. Hill is a very key figure," he said. Hill is head of the Senate Conference Committee that is considering differences between the House and Senate versions of the appropriations bill.

Donna M. Scay, assistant director of the rehabilitation program, said she felt the money was cut out because of a misunderstanding by persons who thought the Federal Bureau of Prisons should be in charge of the program instead of placing it under the Manpower Development and Training Act.

She said the Bureau of Prisons actually was not involved in the program at all and had an entirely different function.

ALABAMA JOURNAL
Thursday, August 24, 1967

Prison Rehabilitation Classrooms

Bringing Hope To Draper Inmates

'Students' In Program Get Chance For Better Lives When Released

By ROGER HAMMER

SPEIGNER, Ala. (UPI) — Draper Correctional Center is a freigtening place. Gleaming white concrete buildings, tall wire fences and heavily armed guard towers to which a visitors' car keys are lifted in a small metal basket leave no doubt it is maximum security and no foolishness allowed.

The prison is "home" for 653 convicts. It is also home for a project which has made Alabama internationally known as a leader in correctional reforms and rehabilitation.

After the first nervous moments of clanking gates and walking among white-uniformed inmates one begins to relax and see what it is that makes Draper different from other prisons.

For the most part it is hope — a chance for inmates to become better men in their homes, on the job and in their communities when they get out.

Progressive Methods

Warden John Watkins, 41, has been at the helm here 10 years and the federal rehabilitation project is not his first venture into progressive prison methods.

In 1961 he pieced together aid from the state, the Ford Foundation and the Aaron Norman Fund to start an academic program for prisoners. The National Institute of Mental Health has carried the ball since with a $60,000 annual outlay.

Three years later the warden brought the Rehabilitation Research Foundation to Draper with an annual outlay which has grown to $500,000 — $350,000 for vocational training and $250,000 for experimental and demonstration work.

The program may be in jeopardy, however, since Congress is threatening to cut out $9.5 million in appropriations that were to go to the Draper project and similar efforts elsewhere.

Loss of the program will put us back in the dark ages again," Watkins warns. "Our younger criminals in particular will lose heart."

Mrs. Donna Seay, an assistant director of the rehabilitation project, says it is helping all prison systems and prison personnel come here from other states to study the methods.

Timing Important

The program is limited but can reach most of the inmates. Course admissions are determined by release date and ability to understand and learn the skills. The idea is to gear "graduation" to time of release so there is no time lapse before they can put the skills to work.

The prisoners receive basic education in things such as math for use in stores, and how to meet a customer and sell a product. There also are lessons in grooming, etiquette and rules of parole.

Six hours a day is spent in the vocational area and two hours in remedial education or the seminar-type development classes.

The alternative to classes is the routine of prison life in the compound. This involves work in the kitchen, hospital or on the farm.

Surprisingly, convicts don't find the choice as easy as one might think. Many have had little education and seem to mistrust schooling.

Some have to be "bribed" into taking tests. They earn small cash rewards for extra study.

Reason for Pride

"This shocks some people," said Carl Clements, research associate. "But we must talk to them in terms of things they understand first. Then later they will want to work for the sake of achievement alone."

The students he has turned out hold a record to boast about. Seven have gone on to college.

One started the program in prison, passed the high school test, started college courses and continued after his release. He graduated from the University of Alabama in June with honors.

Only prisoners with the equivalent of a sixth grade education or better are taken and they advance at an average of one grade every three months.

Individual study areas are assigned and there are breaks allowed for use of a lounge or to go downstairs to the prison cellblocks. The lounge has games, a library and a coffee urn.

The classrooms are a startling contrast to the noisy cell area below.

Work With Hands

Across the prison yard in the shop area men keep busy working on automobiles, small and large appliances, sign painting, barbering and welding.

To wags who ask how many safecrackers the welding class has turned out, the shop manager confesses that one of the 65 graduates tried to use his newfound skills in this fasion but he hadn't learned well enough. His oxygen gave out and he was caught.

In the bright sunlight outside, other men are learning bricklaying. They have built their own classroom.

The men practice all day with mortar which has no cement. Row after row of brick is laid, then torn down at the end of the day.

The experience of the convicts after their release has been heartening.

The employer of one called him "steady and dependable and a very good employe." The man was a high school dropout who was sentenced to 25 years for forgery but learned welding at Draper and was hired by a large steel firm.

Attitude Changed

One young man now in the welding course is serving a sentence for robbery, car theft and forgery.

"There is an attitude here (in the shop) which seems to settle a man," the prisoner said. "If his attitude doesn't change, he's just got his head set against it. Where some might be breaking out light bulbs before, now they are sweeping up and putting in new ones when someone else breaks one."

One slim Negro prisoner said he felt the reason some shun the program is that they plan to return to crime.

"They think they'll be a big shot and not get caught the next time, but they'll be back in," he said.

Draper Changes Prisoners Into Workers

To The Editor:

This narrative is a brief description of the Draper Manpower Development & Training Project's impact upon employment, the general public, the correctional system, and official and related agencies.

To date, 980 inmates have applied for training. Of the number acceptable under terms of our contract, 271 have completed training, 74 are currently being trained. Of the 220 graduates who have been released, all have been placed – 176 in training-related jobs.

The fact that all graduates have been placed is evidence that many barriers to employment of "ex-convicts" have been broken. For example, ex-prisoners are now being licensed as barbers and are even being employed in barber shops on military installations.

Training is offered in several different occupational areas. The number of employers in these areas have hired more than one graduate; others have called, even visited the project, to earmark future graduates to meet their own employment needs. That the project is being used as a resource for manpower is becoming more and more apparent.

Recommendations that we add other courses to our training program have been received from employers throughout the state. Unions, too, have suggested additional courses. The current sign-writing course was initiated at union request. Unions are also willing to grant membership to our graduates. Some temporarily waive payment of initiation fees and dues. In one community, unions have helped provide volunteer sponsors for releasees.

Favorable coverage by the news media and numerous presentations by staff members to the general public have helped us to gain the support of civic, professional, educational, religious and other community groups, institutions and individuals. Such support reaches beyond expressed pride in and praise for the project and its goals to actual involvement in the overall program, as witnessed by the Community Sponsorship Program now established in several areas of the state. This program was organized for the purpose of assisting the released trainee to become adjusted to community life.

Our impact on the correctional system is demonstrated by the increasing tendency of the prison administration to plan in terms of treatment rather than custody. Transfers from other prisons and newly received inmates are channeled to us by the central classification office. The custodial staff reflects this change in viewpoint. As a reward for good behavior, they recommend that inmates be assigned for training.

Impact upon the correctional system extends beyond the institution to include law enforcement personnel, the courts and the pardons and paroles agencies. Out of a necessary involvement with these agencies has grown a relationship which reflects their recognition of this project as a resource for extending the services each provides for the offender.

The increased medical and mental treatment now available through vocational rehabilitation to offenders within and without the institution is just one example of the cluster of services now provided as a result of agency cooperation.

Perhaps the most significant aspect of its total impact is that the project serves as a meeting ground from which many previously uninvolved public and private agencies can bring their efforts directly to bear on this business of helping prison inmates to become employable and employed citizens.

JOHN M. McKEE,
Director, Manpower
Development & Training
Project.

Elmore, Ala.

APPENDIX D:

LETTERS

CONTINENTAL / MOSS-GORDIN, inc.

PRATTVILLE, ALABAMA 36067

Cable: CONGINCO

August 22, 1967

The Honorable Lister Hill, United States Senator
U. S. Senate Office Building
Washington, D. C.

Dear Senator Hill:

We have noticed in a recent newspaper article that the Manpower Development Training Program at Draper Correctional Institution in Alabama is in danger of loss of funds appropriated after December, 1967. We understand that the Senate Appropriations Committee has initially deleted this appropriation for Draper.

Since our information is that the Senate-House Conference Committee, of which you, Sir, are Chairman, has been meeting this week, we took the liberty of calling your office to advise by phone of our Company's very deep interest and concern in the matter of loss of appropriated funds for MDTA at Draper. We talked with Mr. Mitchell of your office today to express this interest and concern.

With the tremendous shortage of skilled job applicants in all areas of the country-which shortage is reflected in this Central Alabama area-it is of vital importance for a program such as this to be continued, especially where the record has been outstanding as at Draper.

While we are only one company in this area, we certainly believe that we are expressing the interest and concern of many companies in Central Alabama who feel the need of the Draper Program being continued.

We would therefore, greatly appreciate any strong effort made by your office to ensure that these funds will continue.

Our best personal regards.

Cordially,

Robert G. Schultz
Personnel Director

RGS/ls

cc: Dr. John M. McKee
Warden John Watkins

Draper D-1

625 77th Way South
Birmingham, Alabama 35206
August 19, 1966

Dear Senator Hill,

I am writing concerning the M. D. T. A. training project at Draper Correctional Center, in Elmore, Alabama. I understand that the federal funds supporting this fine project may be cut off.

As a graduate of this program and former inmate of Draper, I am asking that the funds not be cut off. In the following I will outline some very logical reasons why the program must be continued.

First, let me tell you about myself. I entered Draper in early 1965. As far as I was concerned my fate was clear. I had had numerous arrests, was a high school drop out and had no skill except passing bad checks. I was as sorry as they come.-- Well, that is what I was, now let me tell you what I am one year after release. I am a skilled barber, men's hair stylist, earning in excess of $600.00 a month. I have a high school education and am attending college at night. I hope to earn a degree in psychology some day. Not only this, but I have my self respect back. Also, Senator Hill, I am a taxpayer today instead of a taxtaker. This year I will pay almost $1000.00 in federal income taxes. I understand that it takes around $300,000.00 a year to support the project at Draper. Then it seems to me that it would only take 300 graduates paying taxes to make the program in a sense, self-supporting. Now these 300 people that I'm speaking of will always be a burden on society unless they are trained and educated. To me, this makes sense.

I'm not a classic example. I'm just one of many former graduates doing the same as myself. But I do want to point this out. I literally owe my life to that project, Dr. John M. McKee its program director, Warden John Watkins and the many counselors and instructors who put me on the road to success. Senator Hill, please think of those lives which will be wasted if the funds are cut off. Personally, if it had not been for the project I would still be where I was in 1965. Of course, no system is perfect; some it can't help, but most it does help. For the ones it does -- well, isn't the money worth it.

I understand the committee considering this project goes back into session this Tuesday. Take my letter into consideration, even read it to the other Senators concerned. Don't let that project fold up, it works and the people need it.

Respectfully yours,
Joe J. Yarbrough, Jr.

XERO COPY XERO COPY XERO COPY

STATE OF ALABAMA

BOARD OF CORRECTIONS

A. FRANK LEE
COMMISSIONER

MONTGOMERY, ALABAMA—36110

August 11, 1967

Hon. Lister Hill
Senate Office Building
Washington, D. C. 20501

Dear Senator:

This to acknowledge your letter of August 9 regarding the joint conference committee.

I want to take this opportunity to thank you for the many past favors and to let you know how much we will appreciate your continuing interest in our program here in Alabama, and especially at Draper Correctional Center. Loss of these funds will hamper future academic and educational programs within the Alabama prison system. We feel that through the use and proper application of grants over the past years we have been able to salvage the lives of many young men and we would like to continue to do so even to a greater extent than we are presently doing.

Kindest personal regards,

Sincerely,

afl/c

cc to Dr. John McKee

Alabama Consumer Finance Association

EARL C. PIPPIN
EXECUTIVE VICE PRESIDENT

605 GUARANTY SAVINGS LIFE BUILDING
MONTGOMERY, ALABAMA

PHONE: 264-2481

August 16, 1967

Senator Lister Hill
New Senate Office Building
Washington, D. C.

Dear Senator Hill:

I noticed in the Congressional Record of August 2, 1967 that the $3 1/2 Million which had been appropriated in House Bill #10196, earmarked for Experimental Manpower and Training hed been eliminated by the Senate.

As you know the greater portion of the money used by the Rehabilitation Research Foundation at Draper Correctional Center comes from this source. This project under the supervision of Dr. John McKee has rendered a great humanitarian service to many youthful and first offenders of law in our state. By the same token, it has attracted the attention of criminologists through-out the country and is held as the highest example of accomplishment in the area of rehabilitation. I would greatly appreciate your exercising the influence of your position on the Conference Committee on H.R. #10196 to restore the $9 1/2 Million referred to above. If this appropriation could be extended until the tax revenues saved by the states as a result of the reduced rate of recidivism could be diverted to a program of serious rehabilitation for so many of the very unfortunate young men, it would be a great help.

Thanking you for your serious consideration in preserving one of Alabama's most positive programs and lookin forward to seeing you soon, I remain

Your friend,

Earl C. Pippin

ECP:ap

b/c Dr. John McKee

COPY

D-4

MOBILE MENTAL HEALTH CENTER
1616 ST. STEPHENS ROAD
MOBILE, ALABAMA 36603

August 21, 1967

WILLIAM H. SIMPSON, PH. D.
DIRECTOR
TELEPHONE 432-7626

John McKee, Ph.D.
Executive Director
Rehabilitation Research Foundation
P. O. Box 1107
Elmore, Alabama

Dear John,

I have just read in the newspaper an article which I'm enclosing having to do with the appropriation for your Rehabilitation Program. Naturally, I'm a bit concerned that you would suffer anyloss as outlined in the article. I am sure that you have been in contact with a number of people in the State who can assist you with the proolem. I am wondering if there is anything that the psychologists in Alabama could do to assist. I am sending a copy of this letter to Jack Turner for his information.

Yours truly,

Bill

William H. Simpson, Ph.D.
Director

WHS/ps

cc: Jack Turner, Ph.D. President
Alabama Psychological Association

August 10, 1967

The Honorable Carl Hayden
United States Senate
Washington, D. C.

Dear Senator Hayden:

It has come to my attention that the Senate Appropriations Committee has cut 9½ million dollars from Section 251 of the Manpower Development and Training Act.

I am writing to request that you do everything within your power to reinstate this 9½ million dollar cut to the MDTA appropriation. As a regional director of the Manpower Training Association and in my work with the Manpower Development and Training Act, I am very aware of the good that is being done for many of our country's unemployed through the MDTA program.

It is inconceivable to me that the Congress would fail to authorize the full appropriation for this program in view of the rioting and civil disorder that has taken place around the country this summer. The most common cause given for the rioting has been a lack of employment and jobs. The MDTA program has proved its value since 1962 in converting the nation's unemployed tax consumers into employed tax producers.

As you know, the MDTA program is setup to work through the existing state agencies, that is the state employment services and the state vocational education agencies. This method of operation has insured a quality program conducted at a minimum cost that has achieved outstanding results.

I sincerely hope that you can work toward getting the 9½ million dollar cut reinstated.

Yours very truly,

Donald D. Hiserodt, Director Region IX
Manpower Training Association

DDH:es

DO NOT FILM THIS PAGE

COPY OF TELEGRAM SENT TO SENATOR LISTER HILL ON FRIDAY, AUGUST 18, 1967.

I UNDERSTAND THAT FUNDS TO IMPLEMENT SECTION 251 OF THE MANPOWER DEVELOPMENT & TRAINING ACT HAVE BEEN CUT FROM H.R. 10195. WE HAVE HAD A CORRECTIONAL MANPOWER TRAINING PROJECT AT DRAPER FOR NEARLY THREE YEARS. THE RESULTS THIS PROJECT HAS ACHIEVED WITH THE INMATES HAVE BEEN REMARKABLE. THE ENTIRE ATMOSPHERE OF THE INSTITUTION HAS CHANGED, AS HAVE THE ATTITUDES OF BOTH INMATES AND STAFF WHO HAVE MOVED TOWARD AN UNDERSTANDING OF A REHABILITATION EFFORT. THESE FUNDS COULD ENABLE OTHER STATES TO SEE THE SAME CHANGES OCCUR IN THEIR PENAL SYSTEMS.

I URGE YOU TO EXERCISE ALL POSSIBLE INFLUENCE TO ENSURE THAT THESE FUNDS ARE RESTORED.

JOHN C. WATKINS
WARDEN
DRAPER CORRECTIONAL CENTER

JOHN M. McKEE, PH.D.
EXECUTIVE DIRECTOR

DONNA M. SEAY, M.A.
ASSISTANT DIRECTOR

JOE W. THOMAS
FINANCE OFFICER

Rehabilitation Research Foundation

P. O. Box 1107 Elmore, Alabama 36025

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WILLIAM C. STURGEON

August 6, 1967

Reverend John R. Erwin
Protestant Chaplain
Cook County Jail
2600 South California Avenue
Chicago, Illinois 60608

Dear John:

We are looking forward to having Joel Ayres spend August 16, 17 and 18 with us at Draper for in-service training experience in the use of programmed instruction and related instructional techniques. A tentative three-day training plan has been prepared and is included for your and his review, suggestions or changes.

Also included is a pre-orientation packet of materials related to the areas which Mr. Ayres may wish to study in depth. May we suggest that he read these papers in preparation for each of the sessions he chooses to participate in, at least before the particular session is scheduled.

Suggestions or changes in the tentative training plan are encouraged, for they will permit us to plan for Mr. Ayer's precise needs and allow him to take full advantage of his three-day visit.

Sincerely yours,

John M. McKee

JMMcK:jac
enclosures
cc: Mr. Joel Ayres

Dr. Charles W. Phillips
Division of Program Utilization
OMPER
U. S. Department of Labor
Washington, D. C.

Tentative ON-SITE TRAINING PLAN

FOR

Joel Ayres

Cook County Jail

Chicago, Illinois

Training requested by: Chaplain John Erwin
Cook County Jail
Chicago, Illinois

Emphasis: Use of programmed instruction and related instructional techniques in educating and training offenders

August 15

Arrive, Governor's House Motel, Montgomery (reservations confirmed)

August 16

Leave G.H. for Draper Correctional Center - 8:00 a.m.
(Program Director, Donna Seay, will call for)

Call by Commissioner of Corrections Office - 8:30 - Kilby Prison (en route to Draper)

Arrive Draper - 9:00 a. m.

9:00 - Orientation - Dr. John McKee, Donna Seay

Slide Presentation and Exhibit

Review of On-Site Training Plan

Guided Tour - Jerry Rogers

Background papers (to be reviewed prior to orientation session)

1. The Rehabilitation Research Foundation
2. Draper Correctional Center
3. Phillips' Field Trip Report

August 16 - continued

4. Think Article
5. Southern Education Report

Handout Material: Fact Sheet on MDTA Project

PLEASE NOTE during tour any area not on plan which you may wish to explore in more depth

10:30 - Conference with Warden John C. Watkins, Warden's Office

"Education and Rehabilitation of Young Offenders"

change to 3:30

Background Papers: 6. "Characteristics of the Inmate Population"

Handout Material: The Modification of the Subcultures in a Correctional Institution - Watkins

Reinforcement Theory and the Convict Culture - McKee

Education & Rehabilitation of Youthful Offenders - FBI Law Enforcement Bulletin

11:20 - Lunch at the "Back Gate"

Country fare - 35¢ - small cafe atmosphere where prison guards and RRF staff have lunch

12:30 - Experimental Academic Project (NIMH)

Host - Carl B. Clements, Research Associate

Role of College Corpsman)
Role of Service Corpsman) Staffing

Materials room)
Study carrels) Facilities
Teaching machines)

Stardardized testing for diagnosis
Prescription
Making pretests
Solving problems encountered

Contingency Management Experiment

Spoken English Experiment - Dr. [illegible], Research [illegible].

August 16 - continued

Background papers:
7. Dramatic Applications of Technology in Corrections - McKee
8. NIMH Progress Report
9. The College Corps
10. What is Programmed Instruction?

Handout Materials:
Bibliography
- Contingency Management Experiments
- Programmed Learning: An Approach to the Modification of Undersirable Behavior
- Adult Basic Education for the Disadvantaged: Procedures Used to Raise the Basic Educational Level - a Follow-up Study of Draper's College Corps Practicum Study

3:30 Warden (postponed from 10:30)
4:30 - Leave Draper, arrive Governor's House 5 p.m.

August 17

Leave for Draper - 8:00 a.m.

8:30 - Development, Use and Evaluation of Programmed Materials

Martha Terry, Editor-Coordinator
Materials Development Unit

Administer Fractions lesson or another in personal-social area; review with visitor and illustrate purpose and use

Briefly discuss philosophy and point out programs which have been developed that may be helpful at Cook County

Background Papers: 11. "Development, Evaluation and Use of Programmed Materials" - McKee, Seay, Terry

Handout Materials: MDU Brochure
Resources for and Evaluation of Programmed Instruction
Programmed Instruction in Vocational Education

August 17 - continued

10:00 - Counseling and Guidance and the Use of P. I.

Paul Cayton
Counseling & Guidance Supervisor

Review of standard test battery

Use of subtest scores in diagnosing individual needs

Diagnosis and prescription

Unit testing

Motivational techniques

Reward system

Progress plotters

Certificates of achievement

Academic games

11:30 - Lunch -(& tour) - Frank Lee Youth Center

1:30 - Continuing with Paul Cayton, visit remedial classroom for conference with college corpsmen

Use of teaching machines (Autotutor)

Group instruction

Files

Discussion of problems which may arise, such as not literate enough to use P. I. to best advantage

Background Papers:

12. Adult Basic Education for the Disadvantaged: Desirable Methods and Training Aids - Seay
13. Monograph - Roles of the Teacher for Effective Use of P. I.

Handout Materials:

- Counseling and Guidance in a Correctional Vocational Training Program - McKee
- The Counseling Process - Gaytor
- Bibliography - (Remedial)
- Training Program for College Co-op Students
- Reward System Write-up

August 17 - continued

2:30 - Reading Improvement Program - "Use of the PerceptoScope"

W. Malon Graham
Supplementary Instructor

Demonstration of PerceptoScope w/class

Review of programs available for use with PerceptoScope

Review Supplementary Course Outline & Techniques

Background Papers: 14. "Improving the Reading Level of Disadvantaged Adults." - Graham, Clements

Handout Materials:
~~Brochures on the PerceptoScope and other programs referred to in background paper above~~

4:30 - Leave Draper, arrive Governor's House 5 p.m.

August 18 - Final day

8:00 - Leave for Draper

8:30 - Summit Conference (McKee, Seay, Cayton, Joe Thomas)

Description of Cook County situation--staffing, facilities, budget, etc. by Ayres

Recommendations by Draper staff on basis of the above description (McKee, Seay, Cayton, Thomas)

10:00 - Sources and Costs of Equipment
Paul Cayton and Joe Thomas
- monthly financial Report (Joe + Delaney)

11:20 - Lunch

12:30 - Demonstration of videotape as instructional resource (McKee's Office)

August 18 - Final day, continued

2:30 - Set up conferences with staff members from whom Mr. Ayres might wish to get more detailed information, such as College Corpsmen, etc.

2:30 - Malone - videotape + Perceptoscope.

3:30 - Paul Cayton - material.. discuss. data sheet, etc.

4:00 - Carl Clements

Mail write-up on Contingency Management

4:30 - Leave Draper, arrive Governor's House 5 p.m.